



Missouri Teacher Preparation Institution PROFILE

HARRIS-STOWE STATE COLLEGE

GENERAL INFORMATION

About the Institution

- Harris-Stowe State College was founded in 1857 by the St. Louis Public Schools as a normal school. In 1979, the college became the newest member of the state system of public higher education. Harris-Stowe State College is a moderately selective, baccalaureate-level institution serving the metropolitan St. Louis area.

Source: Harris-Stowe State, August 2000

- Enrollment* **1,835** (1,835 undergraduates)

Non-resident Alien	2.9%
African American	76.8%
American Indian	0.1%
Asian	0.3%
Hispanic	0.5%
White	19.1%
Other	0.3%

Missouri residents 91% (undergraduates)

Male	28%
Female	72%

*Fall 2000 Headcount

Source: 2000-2001 Statistical Summary of Missouri Higher Education (Tables 19a, 19b, 32a & 32b)

Transfer Students from Missouri Public Community Colleges* 118

*Fall 2001 degree-seeking undergraduate students

Source: 2000-2001 Statistical Summary of Missouri Higher Education (Tables 73a & 73b)

Bright Flight Scholarship Students¹ 1

Source: 2000-2001 Statistical Summary of Missouri Higher Education, Jan. 2001 (Tables 18a & 18b)

Byrd Scholarship Students (Missouri residents)² 0

Source: Missouri Department of Elementary and Secondary Education

- Entrance Requirements

Prospective students must graduate from secondary school or earn a GED; complete the Missouri high school core curriculum; and have a composite ACT score of 20 or have a high school graduation class rank percentile and ACT composite percentile that total at least 92 (requirement for full-time admission).

Source: 1996-1998 Harris-Stowe State College Bulletin

- Average ACT Score of 1995 Freshmen Class*³ 18.2

*Fall 1994 degree-seeking, ACT-tested, first-time freshmen

Source: 1994-1995 Statistical Summary of Missouri Higher Education, Missouri Coordinating Board for Higher Education (Tables 1.1 & 1.2)

- Tuition & Fees, Typical Full-time Undergraduate Student*

Missouri Resident	Non-resident
\$2,000	\$5,319

*1999-2000 academic year

Source: 1999-2000 Statistical Summary of Missouri Higher Education

Compiled
by the
Missouri
Department of
Elementary
and Secondary
Education
December 2001

About the Education Program

- The Board of Regents of Harris-Stowe State College defines governance as those processes and activities related to policymaking and monitoring of the major operations of the institution in its endeavors to accomplish its state-mandated mission and purposes. Governance of the teacher education unit involves policymaking and monitoring responsibilities for the entire program. The governance process begins at the department level and includes 1) initiation and/or approval of policymaking related to the teacher education program and monitoring of proposals affecting teacher education as well as others that have college-wide implications, 2) initiation, facilitation, and promotion of teacher education program development, 3) overseeing and evaluating teacher education programs, and 4) establishing and monitoring student academic assessment plans.

Under this general governance process, any member of the unit faculty may present a written proposal affecting an academic/policy matter to the department director. The director, in turn, presents the proposal for review and possible action to the departmental ranked faculty. Following action at the departmental level, the proposal is submitted to the Teacher Education Governance Committee. The committee is chaired by the Teacher Education Department director and is composed of representatives from all institutional constituencies, including faculty, staff and students. All recommendations developed or considered by the committee are forwarded to the vice president for academic and student affairs for consideration and also to the Faculty Assembly for informational purposes. The vice president for academic and student affairs reports the final action on such proposals to the director of the Teacher Education Department.

Source: Harris-Stowe State College, April 1999

Enrollment in Undergraduate Professional Education Programs* 87

American Indian	0.0%
Asian	0.0%
African American	58.0%
Hispanic	39.0%
White	0.0%
Other	0.0%
Nonresident Aliens	0.0%
Unknown	0.0%
Missouri residents	96%
Male	82%
Female	18%

*Fall 1999 Headcount (full-time students)

Source: Institution AACTE/NCATE Report or MoSTEP Annual Report, Oct 2000

Transfer Students from Missouri Public Community Colleges*

Not Reported

*Fall 2001 degree-seeking undergraduate students

Missouri Teacher Education Scholarship Students ⁴	5
Missouri Minority Teaching Scholarship Students ⁵	21

Source: Missouri Department of Elementary and Secondary Education

Education Program Entrance Requirements

Prospective students must

- satisfactorily complete all parts of the C-BASE
- earn at least 48 semester hours of college credit applicable to the B.S. degree in education
- satisfactorily complete all general education requirements for the degree program selected
- be in an unconditionally satisfactory academic progress status, as defined by Harris Stowe
- demonstrate acceptable penmanship, either by passing a test or by satisfactory demonstration of penmanship as required in EDUC 0319 (not required for secondary teacher education majors)
- meet basic competency as defined by the Department of Elementary and Secondary Education
- submit a completed Moral Character Verification Form to the Office of Academic Advisement
- participate in a formal interview
- complete a 60 clock-hour aide/volunteer experience

Source: 1996-1998 Harris-Stowe State College Bulletin

- Information about Education Program Completers⁶

Completers of 1999-2000 teacher preparation program

54

Age

Under 25	31%
25-34	37%
35-44	20%
45-54	9%
55 and over	2%

Semesters: Fall 1999, Winter 2000, and Summer 2000

Source: Missouri Department of Elementary and Secondary Education

Average ACT score⁷ (applicants for certification) 20

Source: Missouri Department of Elementary and Secondary Education: Certification Files

C-BASE scores⁸

Passed all five subjects *first time*

Took Test	Passed all Subjects	English			Writing			Math			Science			Social St.		
		Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn
51	25	255	453	319	240	402	303	241	476	307	243	410	309	236	453	313

Passed all five subjects, *one or more attempts* through December 1998

Took Test	Passed all Subjects	English (313)*			Writing (314)*			Math (314)*			Science (306)*			Social St. (303)*		
		Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn
51	51	239	453	287	240	402	280	236	476	276	237	410	282	236	453	281

**state median score*

Source: Assessment Resource Center

Employed in Missouri public schools⁹ in 2000-2001*

29 (54%)

Missouri Public School districts employing Harris-Stowe State College
1999-2000 program completers

14

Major Employers of Harris-Stowe State College 1999-2000 program completers

Normandy School District 5 St. Louis City School District 10

Source: Missouri Department of Elementary and Secondary Education

Program completers in private school or out-of state

Not Reported

Source: Title II of the Higher Education Act Institutional Report, Academic year: 1999-2000

**Does not include individuals who received their teaching credentials but were employed in another field or unemployed*

RESOURCES

Institution

- Full-time Faculty at Harris-Stowe 60

Source: 2000-2001 Statistical Summary of Missouri Higher Education (Tables 44a & 44b)

Education Program

- Full-time Education Program Faculty 0

American Indian	0
Asian	0
African American	0
Hispanic	0
White	0
Nonresident Aliens	0
Other	0
Male	0

Female	0
Doctorate Degree	12
Missouri Teaching Certificate	12
National Board Certification	0

- Adjunct Education Program Faculty 0

Full-time with the institution, part-time in education 0

Part-time in education 0

Source: Institution AACTE/NCATE Report, Oct. 1, 2000 &/or MoSTEP Report Form A & B, Missouri Addendum 2, Oct. 2000

EDUCATION PROCESSES

Institution

- Student-to-Faculty Ratio* 14:1
- Average Class Size* 18

*undergraduate program

Source: Harris-Stowe State College, April 1999

Education Program

- Student-to-Faculty Ratio Not Reported
- Average Class Size Not Reported

- Educational Philosophy

Classroom teachers – at all levels – are professional educators and, as such, must be prepared through a carefully-planned academic program for the effective exercise of their profession – That this academic program must seek to develop the preservice teacher, both as a person and as a director and facilitator of learning –

Source: Title II of the Higher Education Act Institutional Report, Academic year: 1999-2000

- Practical Experience Requirements for Education Majors

All teacher education majors are required to participate in classroom experiences with children and youth. The experiences are designed to provide students with actual school-based, pre-professional teaching activities. A minimum of 60 clock hours as a classroom aide or as a volunteer are to be completed prior to the student's admission to the professional level of the teacher education program. Each education program has practica and/or site-based requirements in a classroom. Student teaching provides supervised clinical experiences in which students plan and implement instructional activities, work with teachers, administrators, resource personnel, and parents in a pluralistic school setting. The college requires a minimum of two credit hours of Introductory Field Experience, practica or site-based experiences, and eight to 12 semester hours of student teaching.

Source: Harris-Stowe State College, April 1999

- Information about supervised student teaching

- The number of students who were in programs of supervised student teaching during academic year 1999-2000? **116**
- Total number of supervising faculty for the teacher preparation program during 1999-2000: **12**
- The student/faculty ratio was: **10**
- The average number of hours per week required of student participation in supervised student teaching in these programs was: **35** hours. The total number of weeks of supervised student teaching required is **16**. The total number of hours required is **560** hours.

Source: Title II of the Higher Education Act Institutional Report, Academic year: 1999-2000

- Professional Developmental School(s)

Shepard Elementary School
Roosevelt High School (collaborative project with Maryville University and the Metropolitan St. Louis Consortium for Educational Renewal)

Source: Harris-Stowe State College, August 2000

- Co-curricular Programs

Not Reported

- Instructional Technology Requirements

Harris-Stowe is revising entrance and exit requirements for the professional level of the teacher preparation program to include technology competencies. The new requirements will be in place by fall 2000.

Source: Harris-Stowe State College, April 2000

- Accredited, NCATE (National Council for Accreditation of Teacher Education)

Source: National Council for Accreditation of Teacher Education Web Site

PERFORMANCE

- Missouri certificates* issued to **Harris-Stowe** education 1999-2000 program, by subject area and grade level

Subject Area	Grade Level	Recommended for Certification
Art	K-9	1
Early Childhood Education	B-3	3
Elementary Education	1-6	34
English	9-12	4
Mathematics	9-12	2
Middle School: Mathematics	5-9	2
Middle School: Science	5-9	1
Middle School: Social Studies	5-9	5
Mild/Moderate: Behavior Disordered	K-12	2
Mild/Moderate: Learning Disabled	K-12	2
Social Science	9-12	3
Total		59

*Number of certificates issued, not number of graduates

Source: Missouri Department of Elementary and Secondary Education

- Performance of Program Completers* on Praxis II Exit Exam ¹⁰

Test Name	Total Examinees	Passing Percentage	Qualifying Score	Institutional Average	Missouri Average	National Median
Early Childhood Education	5	100%	550	678	672	660
Education in the Elementary School	3	100%	530	617	631	630
Elem. Ed.: Curriculum, Instruction, & Assessment	29	100%	164	174	180	179
English Lang., Lit. & Comp.: Content Knowledge	5	100%	158	158	176	176
Mathematics: Content Knowledge	2	100%	137	154	154	143
Principles of Learning and Teaching (5-9)	5	100%	160	174	177	174
Social Studies: Content Knowledge	3	100%	152	172	171	168
Total	52	100%				

*Program Completers as defined by "Title II of the Higher Education Act", Academic year: 1999-2000

+ Institutional Average not provided for less than 2 examinees

Source: Educational Testing Service

- Follow-up on Harris-Stowe Program Completers

Missouri certification in 1994

105

Employed in Missouri public schools in

1995-96	88 (84%)
1996-97	87 (83%)
1997-98	84 (80%)
1998-99	88 (84%)
1999-00	87 (83%)

Employed in Missouri public schools in 1999-00, with master's degree

18 (17%)

Employed in the same Missouri public school district in

1995-96	88 (84%)
1995-97	82 (78%)
1995-98	76 (72%)
1995-99	69 (66%)
1995-00	65 (62%)

Certification Status as of Sept. 1, 2001

Holding Valid PC I	1 (1%)
Holding Valid PC II	92 (88%)
Lapsed ¹¹	12 (11%)

Source: Missouri Department of Elementary and Secondary Education

Major Employers ¹²

Missouri school districts employing Harris-Stowe graduates* 80

Harris-Stowe State College had 2,352 graduates teaching in Missouri public schools during the 2000-2001 school year.

St. Louis City School District employed 56 percent (1,318) of the 2,352 graduates teaching in Missouri public schools during the 2000-2001 school year.

School districts where Harris-Stowe graduates make up 25-49 percent of faculty

St. Louis City	Wellston
Normandy	

** Includes all graduates of Harris-Stowe teaching in the district, not just those who completed the education program*

Source: Missouri Department of Elementary and Secondary Education

STARR Teachers ¹³

1

National Board Certified Teachers ¹⁴

0

Missouri Teachers of the Year ¹⁵

1

Source: Missouri Department of Elementary and Secondary Education

Other Honors and Awards Earned by Graduates

Not Reported